

FIG. 2

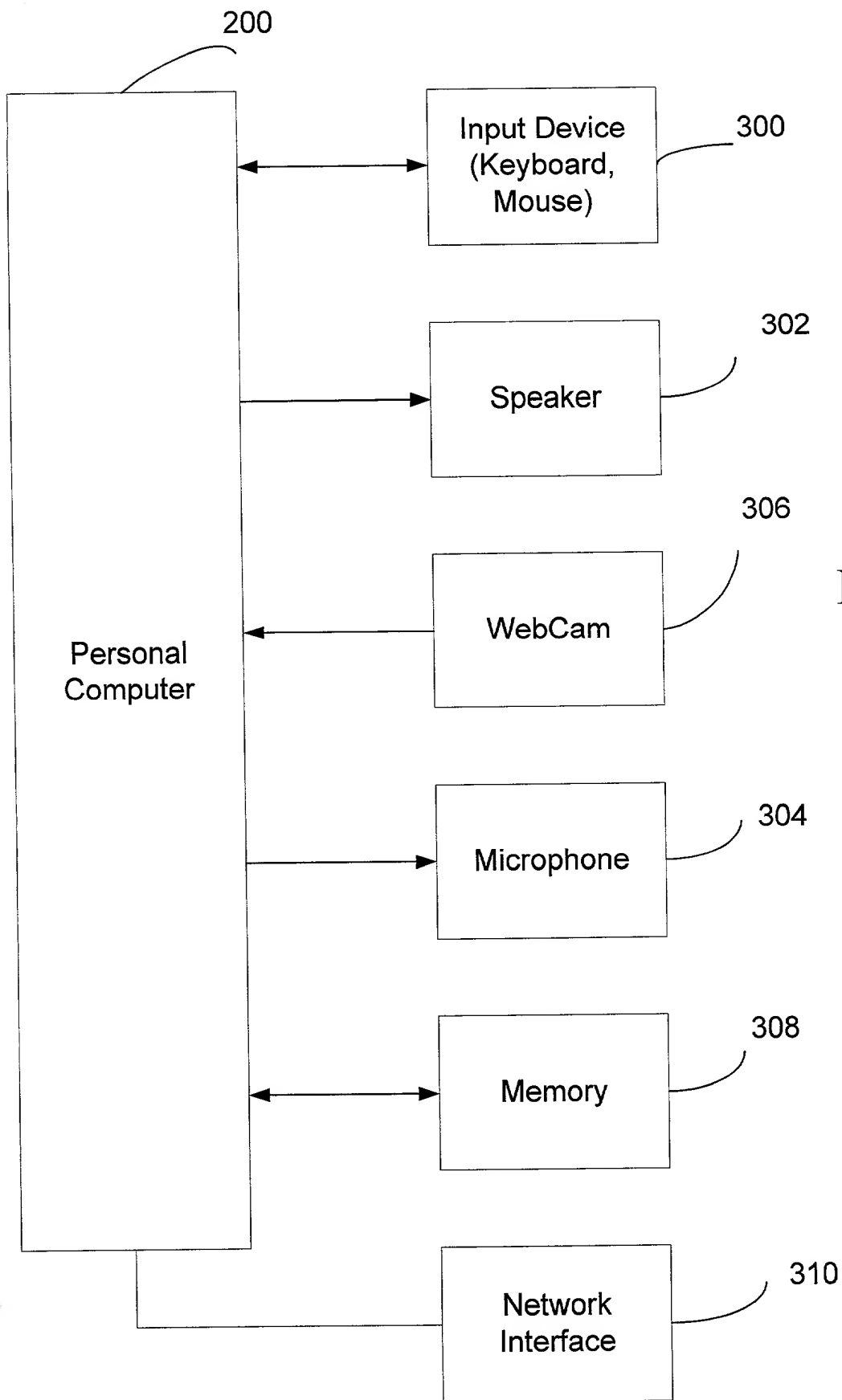


FIG. 3A

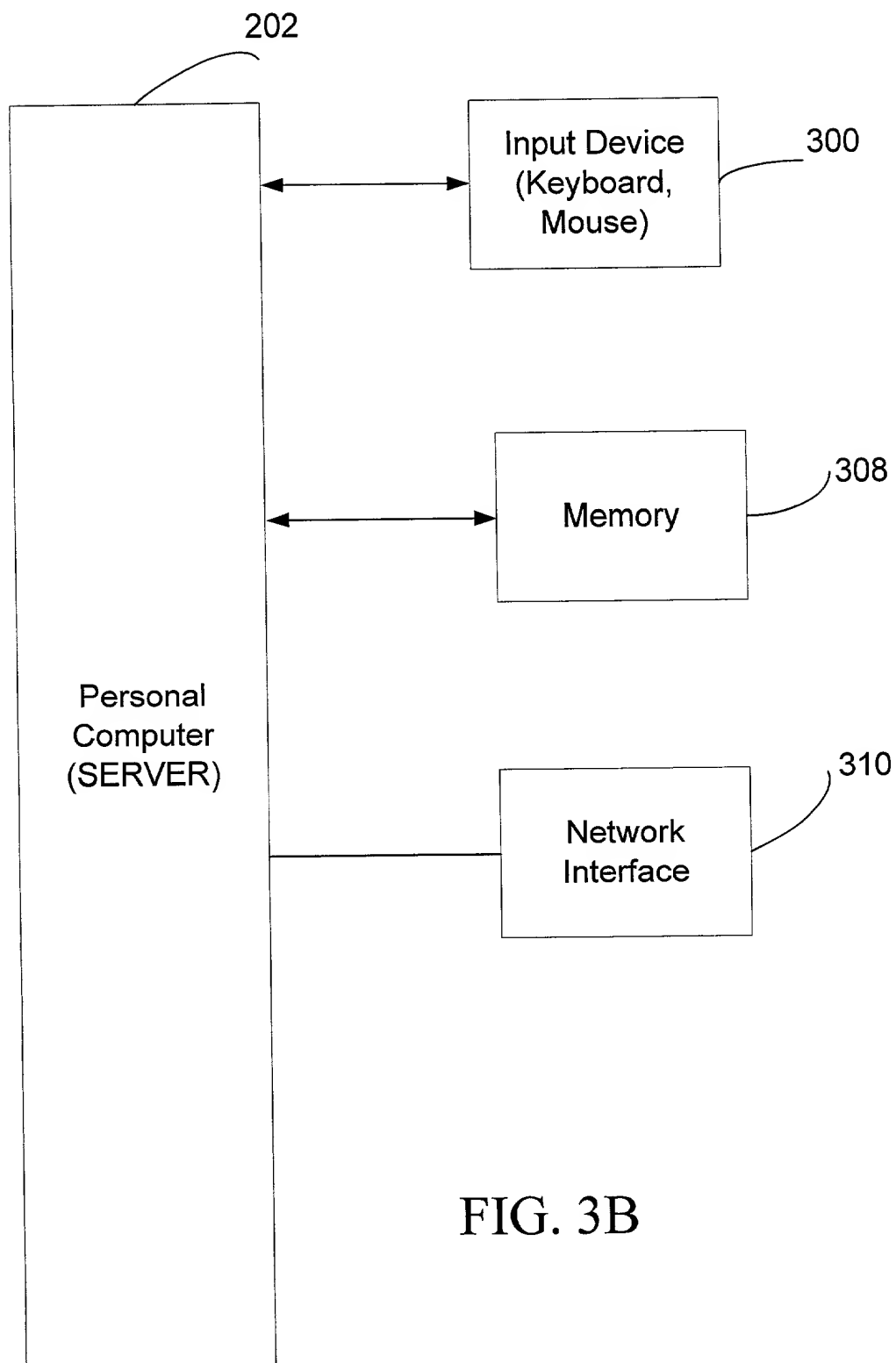


FIG. 3B

[illegible]

FIG. 5A

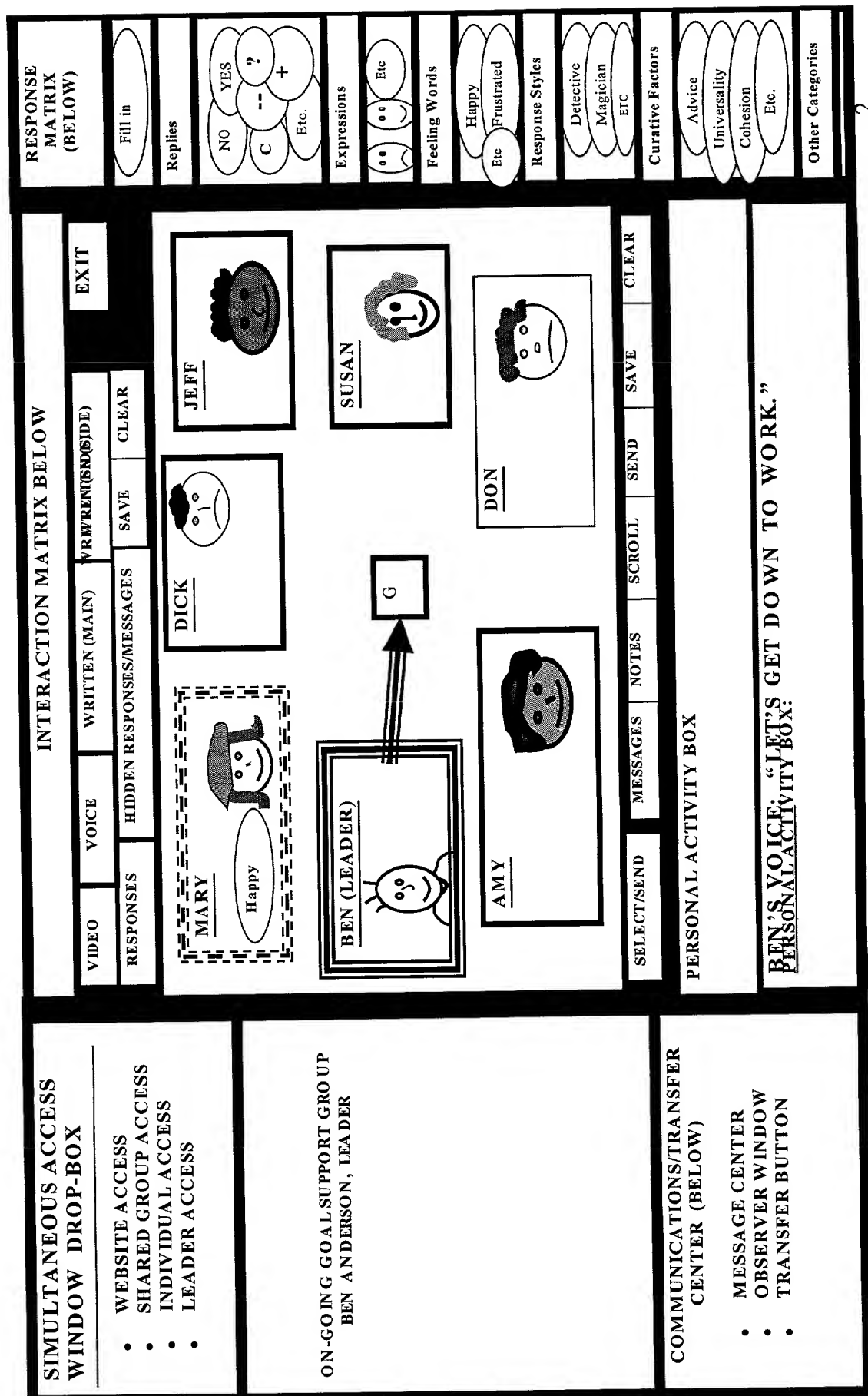
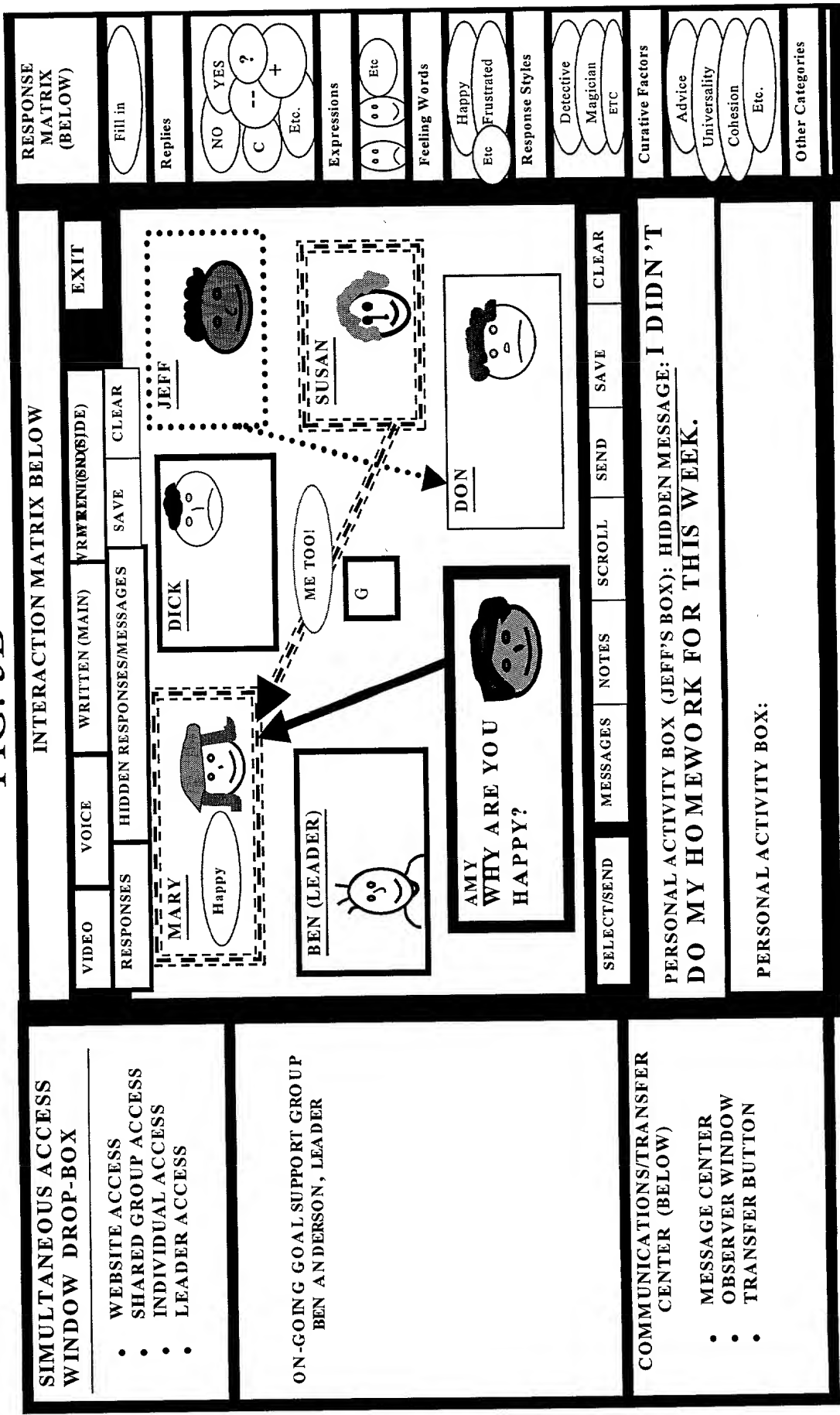


FIG. 5B

FIG. 5B



SIMULTANEOUS ACCESS WINDOW DROP-BOX

- WEBSITE ACCESS
- SHARED GROUP ACCESS
- INDIVIDUAL ACCESS
- LEADER ACCESS

ON-GOING GOAL SUPPORT GROUP
BEN ANDERSON, LEADER

COMMUNICATIONS/TRANSFER CENTER (BELOW)

- MESSAGE CENTER
- OBSERVER WINDOW
- TRANSFER BUTTON

FIG. 5C

SIMULTANEOUS ACCESS WINDOW (BELOW)		INTERACTION MATRIX BELOW				RESPONSE MATRIX (BELOW)	
WEBSITE PROGRAMS/FILES SHARED GROUP PROGRAMS/FILES PERSONAL PROGRAMS/FILES OPERATOR PROGRAMS/FILES		VIDEO	VOICE	WRITTEN (MAIN)	WRITTEN(SIDE)	RESPONSES	
		HIDDEN RESPONSES/MESSAGES				Fill in Replies NO YES C -- ? Etc. + Expressions () () Etc Feeling Words Happy Frustrated Etc Response Styles Detective Magician ETC Curative Factors Advice Universality Cohesion Etc. Other Categories	
		<div> <div>MARY</div> <div>JEFF</div> </div> <div> <div>BEN (LEADER)</div> <div>G</div> <div>SUSAN</div> </div> <div> <div>AMY</div> <div>DON</div> </div>					
		MESSAGES NOTES SCROLL SEND SAVE CLEAR					
COMMUNICATIONS/TRANSFER CENTER (BELOW)		PERSONAL ACTIVITY BOX: AMY'S NOTES: I AM NOT FEELING VERY EXCITED ABOUT BEING IN THIS GROUP TODAY. I DIDN'T GET ENOUGH SLEEP LAST NIGHT, AND IT'S TOO EARLY IN THE MORNING.					

[illegible]5

FIG. 6B

SIMULTANEOUS ACCESS WINDOW
(BELOW)

CUSTOMER SERVICE TRAINING
MODULE: TAKING COMPLAINTS
GET IDENTIFYING
INFORMATION ABOUT THE
CALLER

- DESCRIBE CLEARLY
SITUATION CALLER IS
COMPLAINING ABOUT
- TELL CALLER WHAT YOU
ARE GOING TO DO ABOUT
THE PROBLEM
- MAKE A NOTE IN THE
CALLER'S COMPUTER
RECORD ABOUT THE CALL
- ROUTE THE COMPLAINT TO
THE APPROPRIATE
DEPARTMENT.

COMMUNICATIONS/TRANSFER
CENTER (BELOW)

VIDEO

VOICE

WRITTEN (MAIN)

WRITTEN(SIDE)

EXIT

RESPONSES

HIDDEN RESPONSES/MESSAGES

INTERACTION MATRIX BELOW

MARY

JEFF

BEN (LEADER):

G

SUSAN

AMY

DON

SELECT & SEND

MESSAGES

NOTES

SCROLL

SEND

SAVE

CLEAR

RESPONSE MATRIX
(BELOW)

Fill in

Replies

NO YES
C -- ?
Etc. +

Expressions

Etc Etc

Feeling Words

Happy Frustrated
Etc

Response Styles

Detective Magician
ETC

Curative Factors

Advice Universality
Cohesion Etc.

Other Categories

JEFF'S PERSONAL ACTIVITY BOX: TELL CALLER WHAT YOU ARE
GOING TO DO ABOUT THE PROBLEM

6

FIG. 7

SIMULTANEOUS ACCESS WINDOW
(BELOW)

WEBSITE PROGRAMS/FILES

PERSONAL PROGRAMS/FILES
DROP-BOX

WORKBOOK

NOTES

COUNTER FEEDBACK X

RATINGS FEEDBACK

DOCUMENTS

REPORT FOR SUSAN:

VOICE SENT: 7, REC'D: 4

WRITTEN SENT: 2 REC'D: 0

HIDDEN SENT: 0 REC'D: 0

RESPONSES SENT: 4 REC'D: 2

SELF RESPONSES SENT: 2

COMMUNICATIONS/TRANSFER
CENTER (BELOW)

INTERACTION MATRIX BELOW

VIDEO

VOICE

WRITTEN (MAIN)

WRITTEN(SIDE)

RESPONSES

HIDDEN RESPONSES/MESSAGES

MARY

BEN (LEADER)

G

SUSAN

AMY

DON

JEFF: VOICE

WHAT DID YOU FIND

SO HELPFUL?

RESPONSE MATRIX (BELOW)

Fill in

Replies

NO

YES

?

--

+

C

Etc.

Expressions

00

00

00

Etc

Feeling Words

Happy

Frustrated

Etc

Response Styles

Detective

Magician

ETC

Curative Factors

Advice

Universality

Cohesion

Etc.

Other Categories

SUSANS' PERSONAL ACTIVITY BOX:

MESSAGES

NOTES

SCROLL

SEND

SAVE

CLEAR

[illegible]

FIG. 9

SIMULTANEOUS ACCESS WINDOW (BELOW)

WEBSITE PROGRAMS/FILES

SHARED GROUP PROGRAMS/FILES

PERSONAL PROGRAMS/FILES X

PERSONAL PROGRAMS/FILES

DROP BOX

WORKBOOK

NOTES

COUNTER FEEDBACK

RATINGS FEEDBACK X

DOCUMENTS

Rating # 3

HOW HELPFUL HAS THIS GROUP BEEN ON A SCALE FROM 1 TO 9?

SUSAN'S RATING: 6

AVERAGE RATING: 7.6

COMMUNICATIONS/TRANSFER CENTER (BELOW)

INTERACTION MATRIX BELOW

VIDEO

VOICE

WRITTEN (MAIN)

WRITTEN (SIDE)

RESPONSES

HIDDEN RESPONSES/MESSAGES

MARY

JEFF

G

SUSAN

BEN (LEADER)

AMY

DON

THAT'S PRETTY POSITIVE!

RESPONSE MATRIX (BELOW)

Fill in

Replies

NO

YES

?

C

--

+

Etc

Expressions

Happy

Frustrated

Etc

Feeling Words

Happy

Frustrated

Etc

Response Styles

Detective

Magician

ETC

Curative Factors

Advice

Universality

Cohesion

Etc

Other Categories

MESSAGES

NOTES

SCROLL

SEND

SAVE

CLEAR

SUSAN'S PERSONAL ACTIVITY BOX:

FIG. 10

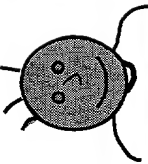
SIMULTANEOUS ACCESS WINDOW
(BELOW)

(GROUP PROGRAMS /CLOSED CHAT-ROOM//
PERSONAL WORKBOOK/INTERNET ACCESS/
SHARED DOCUMENTS/SCHEDULER /ETC.)

GroupOptions.com

OPEN MEMBERSHIP GOAL SUPPORT GROUP
FOCUS ON GOAL OF IMPROVING FITNESS

JIMMY (LEADER)(VIDEO)



INTERACTION MATRIX BELOW

VIDEO	VOICE	WRITTEN(SUBJAIN)	WRITTEN (SIDE)
RESPONSES		HIDDEN RESPONSES/MESSAGES	
CLEAR			

BEN

AMY

FAYE

MARY

DON:

GARY

JEFF

BILL

JIMMY (LEADER)

SANDY

KAREN

PERSONAL ACTIVITY BOX: VOICE ONLY FORMAT

V: KAREN TO GROUP: "SEE YOU ALL LATER. I HAVE TO GO."

RESPONSE MATRIX (BELOW)

Fill in

Replies

NO ? + YES Etc.

Expressions

Happy Frustrated Etc

Response Styles

Detective Magician ETC

Curative Factors

Advice Universality Cohesion Etc.

Other Categories

COMMUNICATIONS/TRANSFER CENTER

OBSERVER BOX

DANNY G. X
JULIE W
MARGE B

TRANSFER

FIG. 11



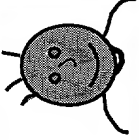

SIMULTANEOUS ACCESS WINDOW (BELOW)		INTERACTION MATRIX BELOW			RESPONSE MATRIX (BELOW)																									
VIDEO	VOICE	WRITTEN (MAIN)	WRITTEN (SIDE)																											
RESPONSES		HIDDEN RESPONSES/MESSAGES		CLEAR	Fill in																									
<div> <div>  <p>DR. CHARLES DIRECTOR, HMO</p> </div> <div>  <p>DR. CORNELL RESEARCHER</p> </div> <div>  <p>DR. DAVE DANIELS PHYSICIAN</p> </div> <div>  <p>DR. SMITH-INDIGO HEALTH PSYCHOLOGIST</p> </div> </div>					<p>Replies</p> <p>NO ? -- + C YES Etc.</p> <p>Expressions</p> <p>Happy Frustrated Etc.</p> <p>Feeling Words</p> <p>Detective Magician Etc.</p> <p>Curative Factors</p> <p>Advice Universality Cohesion Etc.</p> <p>Other Categories</p>																									
<p>SYMPOSIUM SPEAKERS</p>																														
<p>DISCUSSANTS</p>																														
<p>(PROJECTED OBSERVERS WINDOW FOR WRITTEN QUESTIONS/COMMENTS)</p>																														
<table border="1"> <tr> <td>ROB</td> <td>BEN</td> <td>MAY</td> <td>JEFF</td> <td>SANDY</td> </tr> <tr> <td>AMY</td> <td>DON:</td> <td>G</td> <td>BILL</td> <td>KAREN</td> </tr> <tr> <td>SUE</td> <td>FAYE</td> <td>ANNE</td> <td>GARY</td> <td>JIMMY</td> </tr> <tr> <td>MESSAGES</td> <td>NOTES</td> <td>SCROLL</td> <td>SEND</td> <td>SAVE</td> </tr> <tr> <td colspan="4"></td> <td>CLEAR</td> </tr> </table>					ROB	BEN	MAY	JEFF	SANDY	AMY	DON:	G	BILL	KAREN	SUE	FAYE	ANNE	GARY	JIMMY	MESSAGES	NOTES	SCROLL	SEND	SAVE					CLEAR	
ROB	BEN	MAY	JEFF	SANDY																										
AMY	DON:	G	BILL	KAREN																										
SUE	FAYE	ANNE	GARY	JIMMY																										
MESSAGES	NOTES	SCROLL	SEND	SAVE																										
				CLEAR																										
<p>PERSONAL ACTIVITY BOX: (ONGOING SCROLL OF VOICE, WRITTEN, OTHER ACTIVITY)</p>																														
<p>SYMPOSIUM ON ALTERNATIVE HEALTH STRATEGIES TO IMPROVE PUBLIC HEALTH</p>																														

FIG. 12

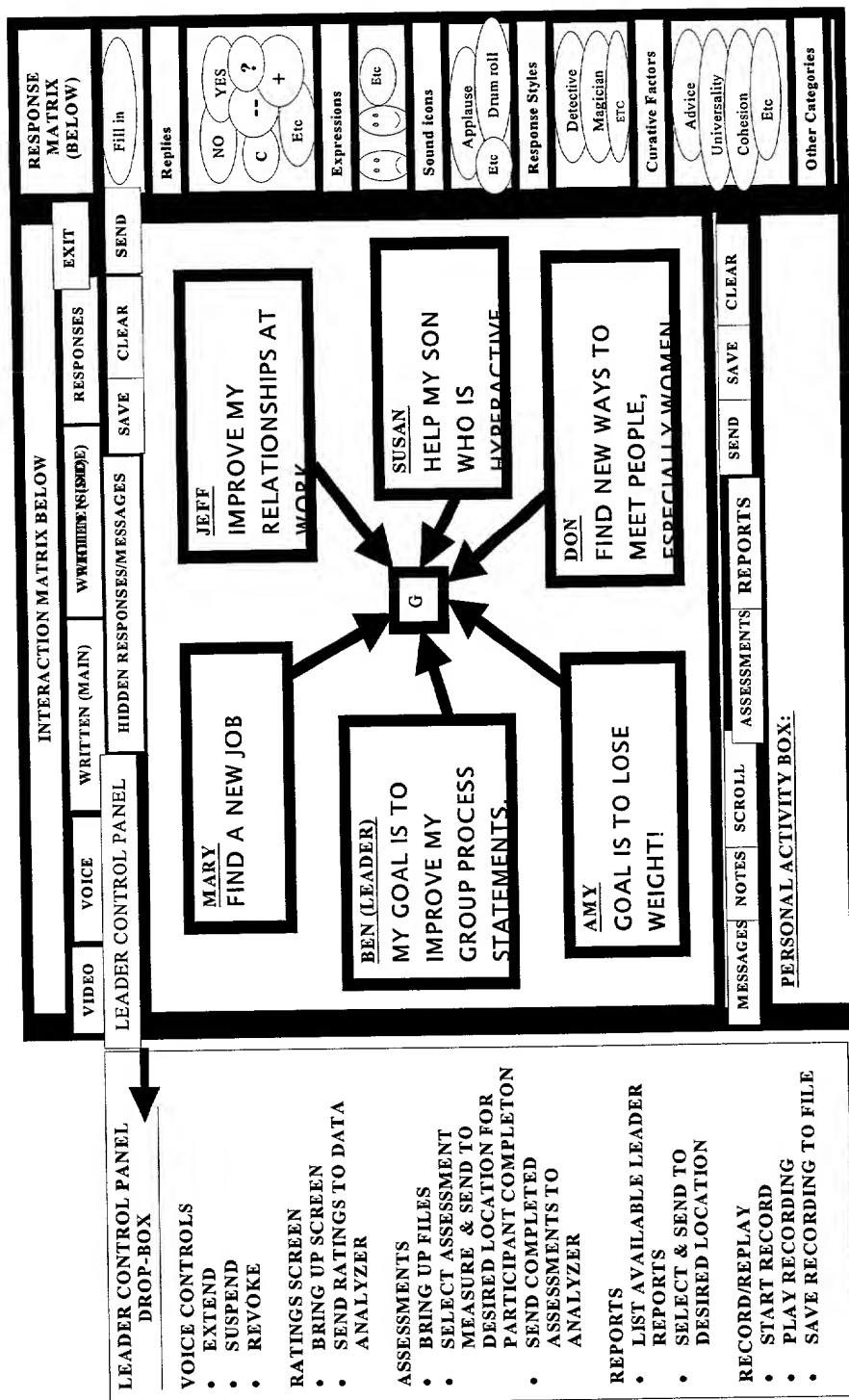


FIG. 13

TYPES OF PROGRAMS/FILES AND MODES OF ACCESS IN SYSTEM

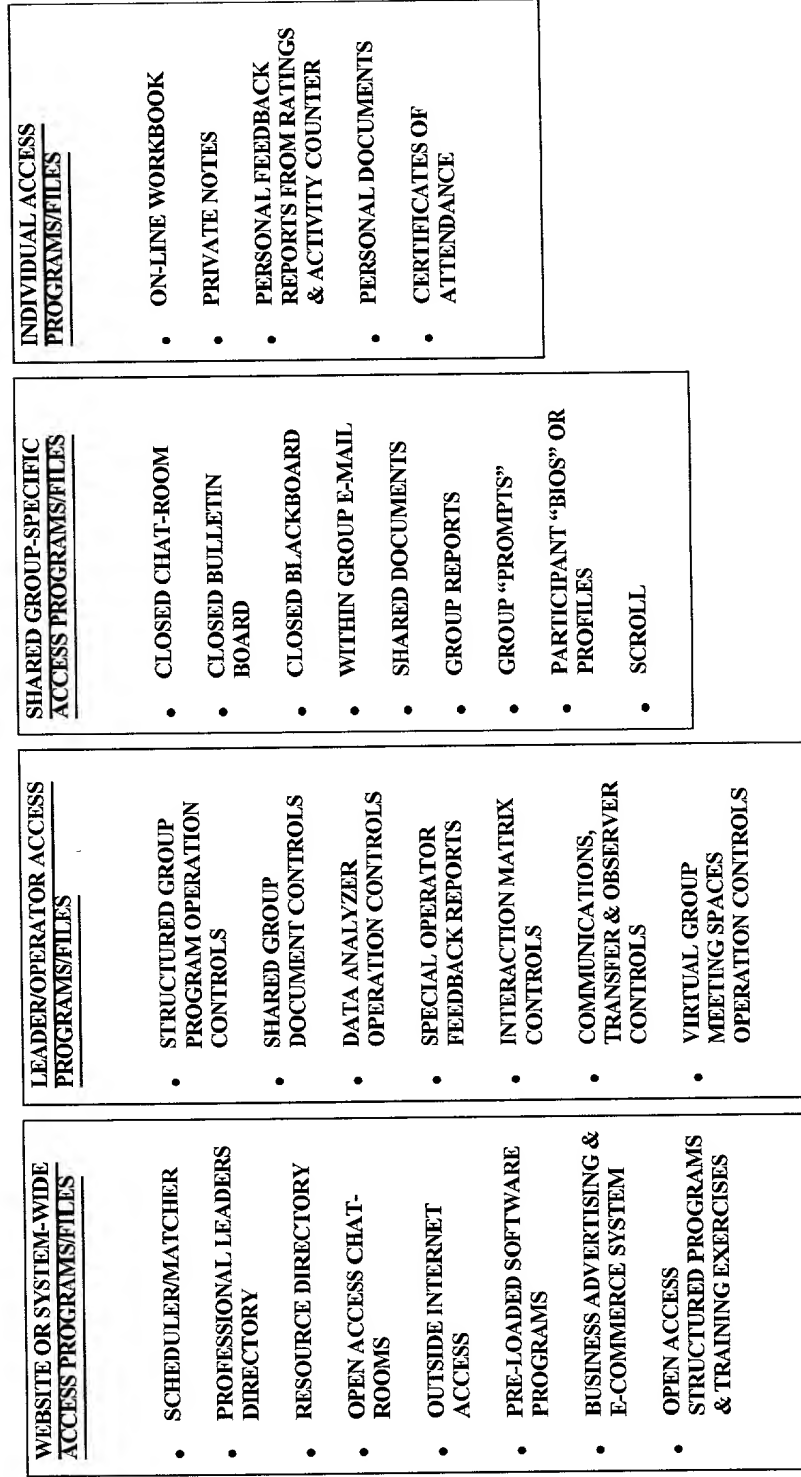


FIG. 14

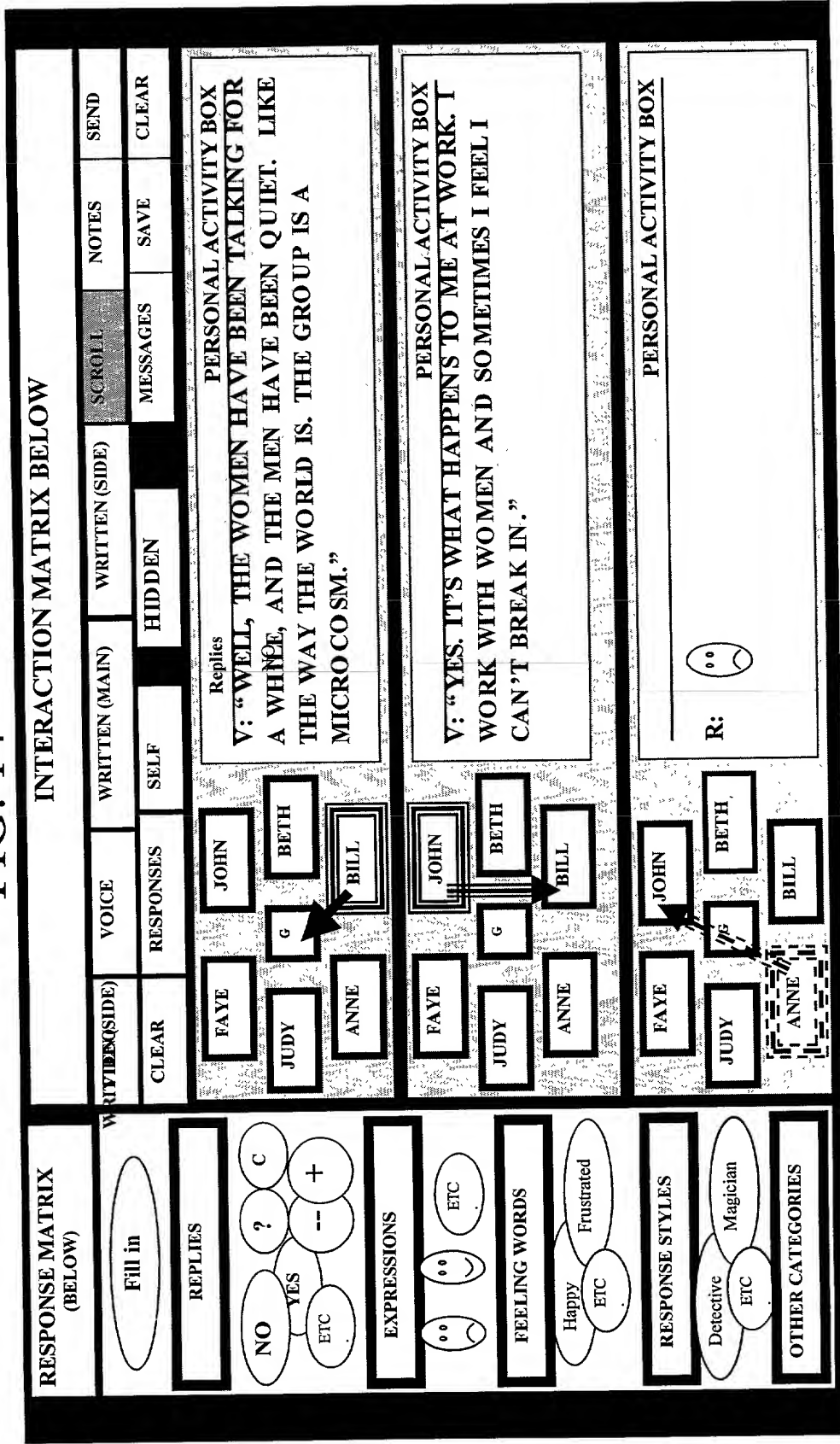



FIG. 15

INTERACTION MATRIX BELOW				RESPONSE MATRIX (BELOW)			
VIDEO	VOICE	WRITTEN (MAIN)		WRITTEN (SIDE)			
CLEAR	RESPONSES	SELF	HIDDEN				
SCROLL	MESSAGES	NOTES	SEND Replies	SAVE	CLEAR		
G	Personal Activity Box						
FAYE	JOHN	BETH					
JUDY	ANNE	BILL					
ACCESS/ACTIVITY BOX: TEXT ONLY SCROLL FORMAT							
HM: ANNE TO JOHN (ACTUAL MESSAGE APPEARS IN JOHN'S ACTIVITY BOX ONLY)							
V: BETH TO BILL: "BILL, WHY DID YOU RATE YOURSELF SO LOW—ONLY A THREE?"							
V: BILL TO BETH: "I DIDN'T REALLY DO MUCH OF ANY WORK ON MY GOAL."							
S: FAYE: 							

[illegible]

POST-GROUP QUESTIONNAIRE

CONCLUSION: HOW HELPFUL WAS EACH GROUP MEMBER TODAY?

1 = not at all helpful, 7 = extremely helpful

1. Beth _____
2. Amy _____
3. Dave _____
4. Susan X

(This is the member filling out form. Member does not rate self.)

Question 2 (Rating Self) HOW MUCH PROGRESS OVERALL DID YOU MAKE ON YOUR GOALS OVER THE PAST WEEK? 1 = almost none, 7 = great progress Rate here-----

HOW SATISFIED ARE YOU WITH TODAY'S GROUP MEETING?

1 = not at all satisfied, 7 = extremely satisfied Rate here

Did you make on your homework over the past week?

question 4:	How much progress did you make on...	Rate here
1 = almost none.	7 = great progress	Rate here

Question 5: Did you set some specific homework goals for this week? If so, what are they?

Question 6. Do you have anything you want to let the leaders know before the next group meeting?

DIFF

COMMUNICATIONS CONTROL CENTER
(Drop-Box for different message systems's below)

Virtual Private Office (VPO) Door Below (3)

DAVID BELNER
MESSAGE YES WAITING: NO

MESSAGES FROM VPO DOOR BELOW

(Ben clicks on David's name. His message follows): Hey Ben, how long are you going to be in that group meeting? David

(Ben sends message back): We finish at 5p.m. Will you still be here then? Ben

Interaction Matrix Below

Interaction Matrix Below	Voice	Open	Written	Hidden	Written	Responses
BETH	ok					Fill in YES NO -- C detective magician etc.
SUSAN						
AMY						
DAVE	I'm ready					

Ben's Personal Activity Box:

FIG. 16B

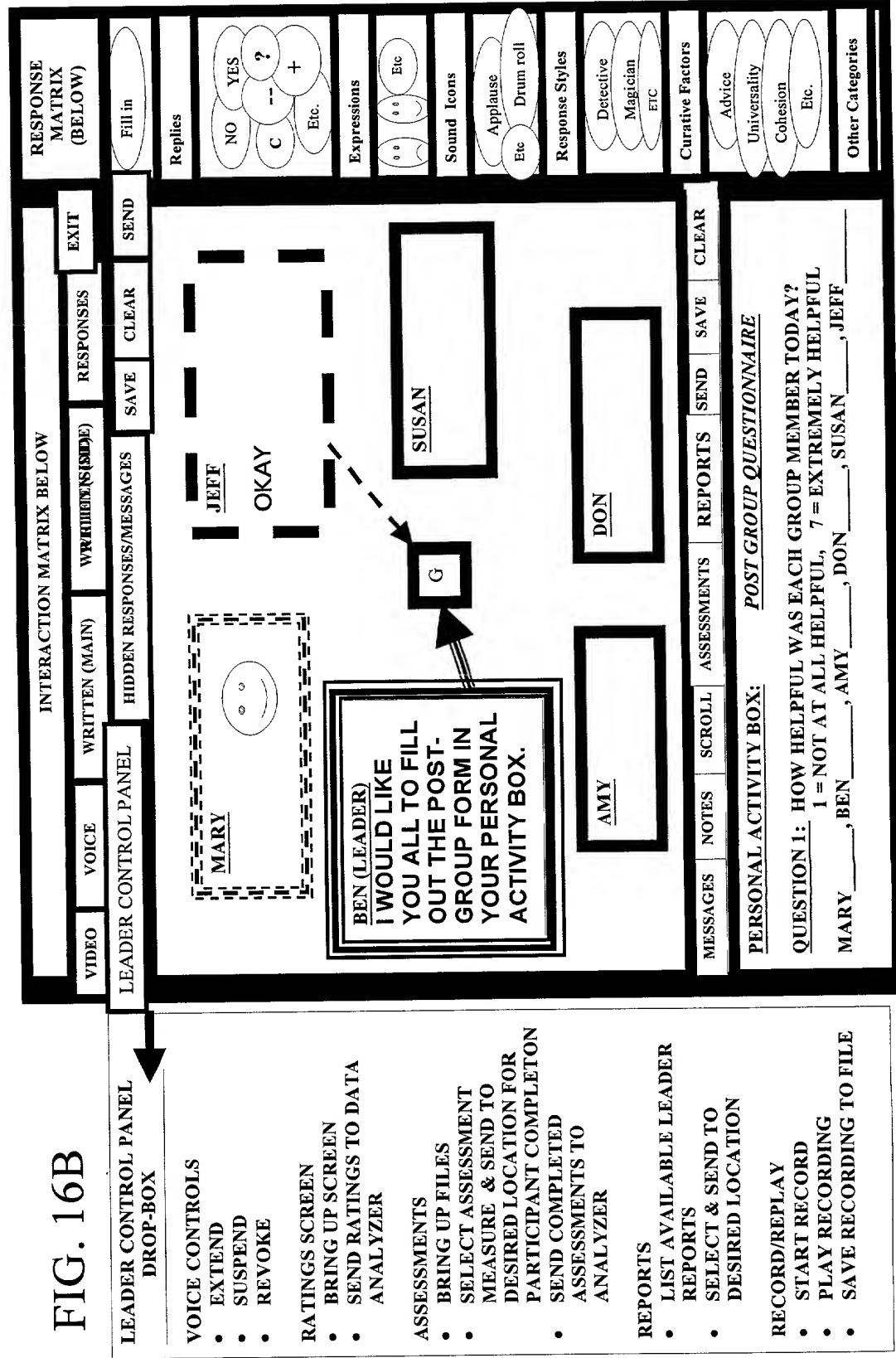


FIG. 16C

LEADER'S POST-GROUP FEEDBACK REPORT

Question 1 (Rating Others) HOW HELPFUL WAS EACH GROUP MEMBER TODAY?
1 = not at all helpful, 7 = extremely helpful

Rating Grid					Average actor ratings	
XXXXX	Beth	Amy	Dave	Susan	XXXXXXX	XXXXXXX
Beth	X	6	4	2	4	
Amy	5	X	4	3	4	
Dave	3	7	X	3	4.33	
Susan	4	6	7	X	5.66	

GM = 4.5

4 6.33 5 2.66 GM = 4.5
Average partner ratings

Question 2 (Rating Self) HOW MUCH PROGRESS OVERALL DID YOU MAKE ON YOUR GOALS OVER THE PAST WEEK? 1 = almost none, 7 = great progress

Beth 7 Amy 4 Dave 6 Susan 7 Average Rating 6

Question 3 (Rating Group) HOW SATISFIED ARE YOU WITH TODAY'S GROUP MEETING?
1 = not at all satisfied, 7 = extremely satisfied

Beth 6 Amy 3 Dave 6 Susan 6 Average Rating 5.2

Question 4: How much progress did you make on your homework over the past week?
1 = almost none, 7 = great progress

Beth 7 Amy 5 Dave 6 Susan 5 Average Rating 5.7

Question 5: Did you set some specific homework goals for this week? If so, what are they?

Beth Monitor my behaviors more carefully
Amy
Dave
Susan

Question 6: Do you have anything you want to let the leaders know before the next group meeting?

Beth
Amy I don't feel like I'm getting much out of the group lately.
Dave
Susan

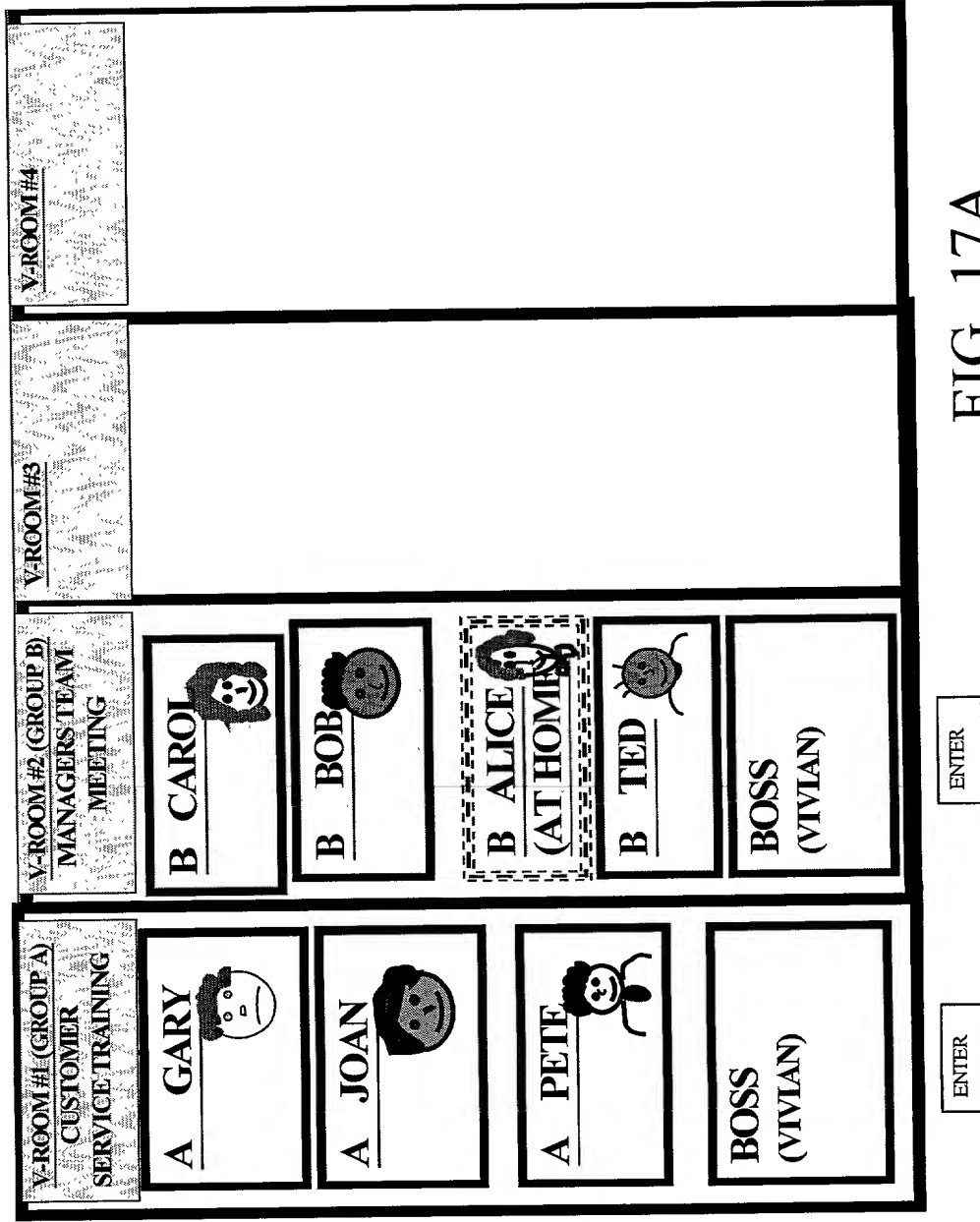
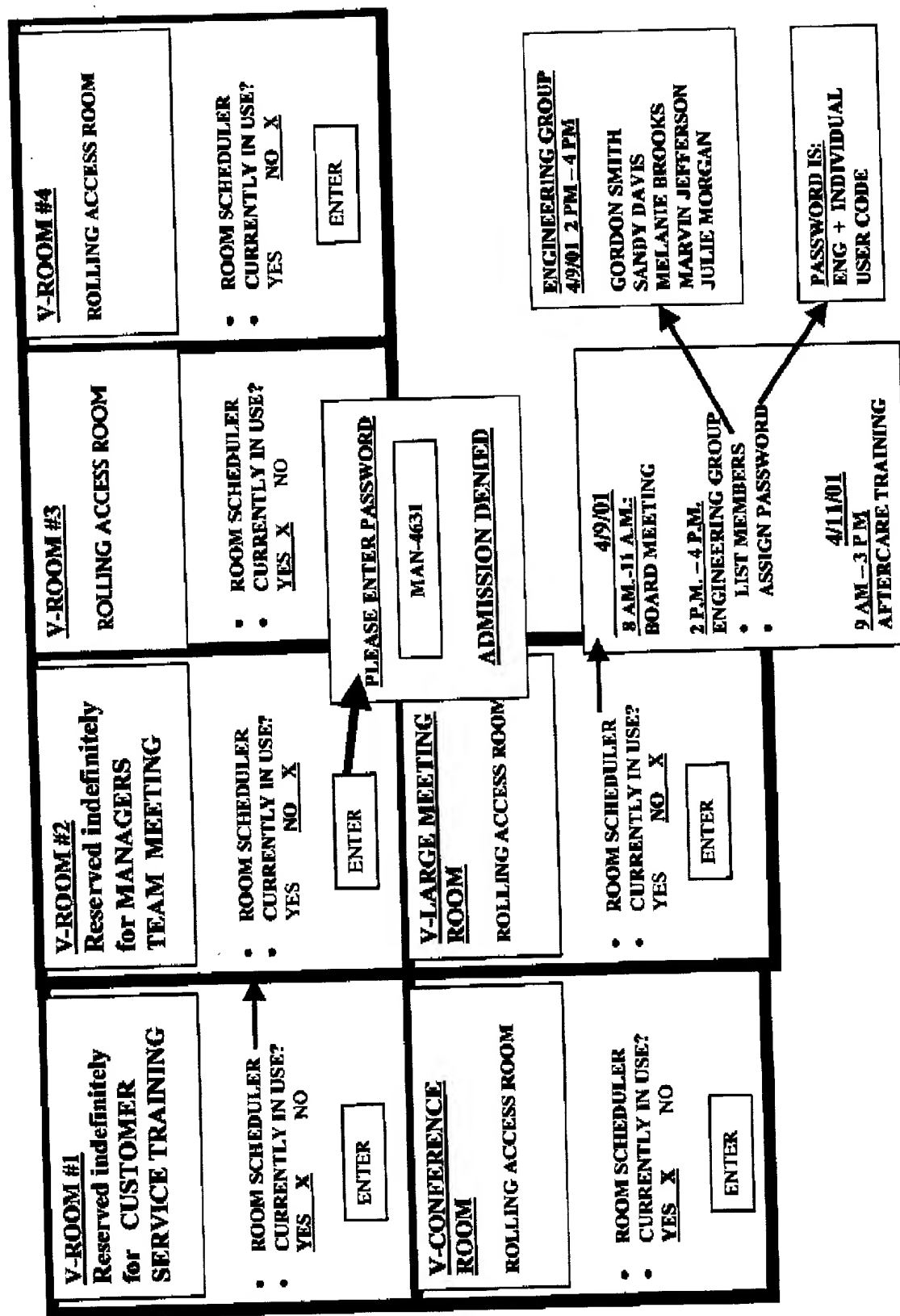


FIG. 17A

FIG. 17B



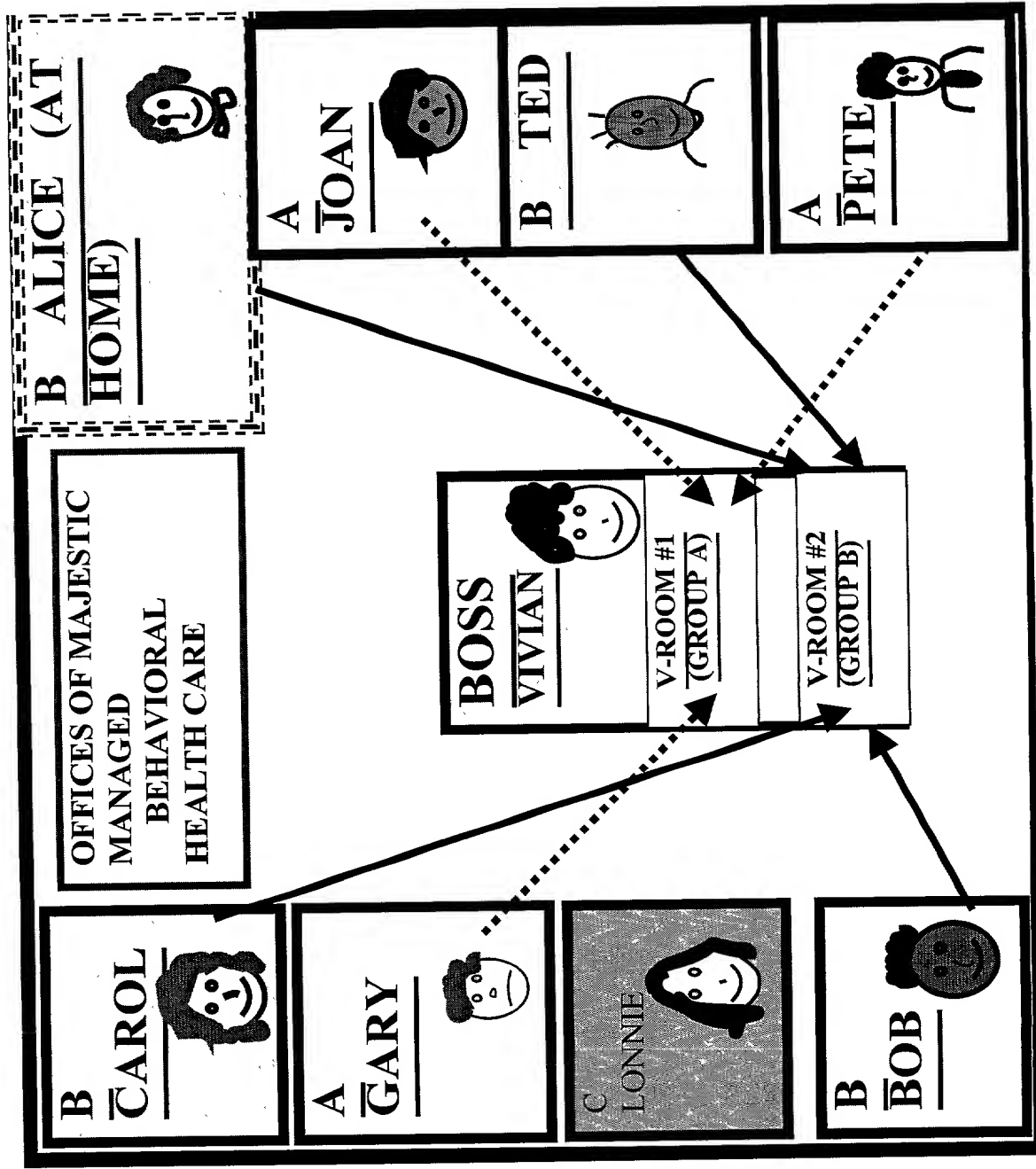


FIG 18

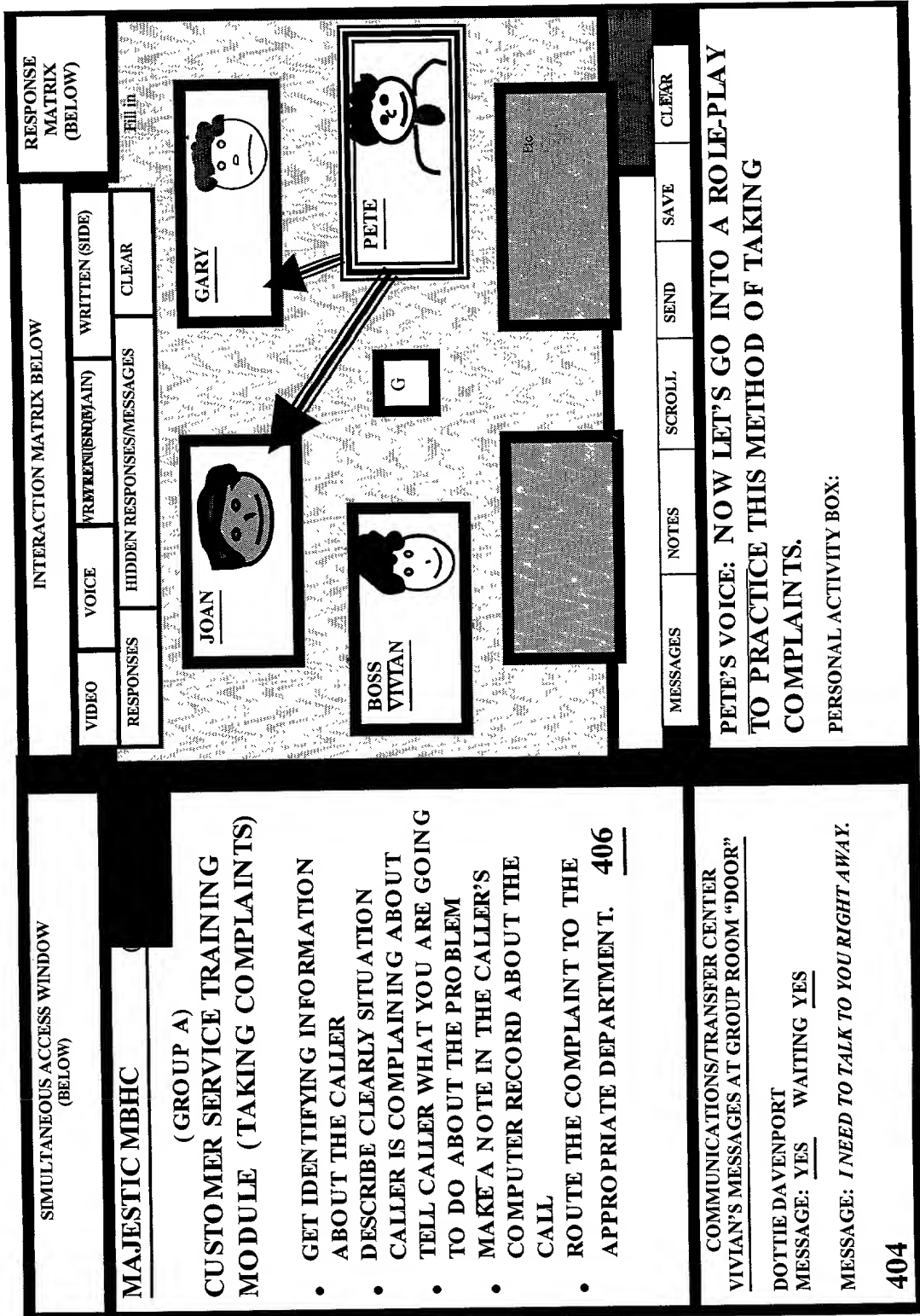


FIG. 19

**SIMULTANEOUS ACCESS WINDOW
(BELOW)**

MAJESTIC MBHC (V-ROOM #1)

(GROUP A)

**CUSTOMER SERVICE TRAINING
MODULE (TAKING COMPLAINTS)**

ROLE-PLAY #1

AN GRY CALLER STATES THAT THE
THERAPIST TO WHOM SHE WAS
REFERRED REFUSED TO GIVE HER AN
EVENING APPOINTMENT AS PROMISED.

COMMUNICATIONS/TRANSFER CENTER
VIVIAN'S MESSAGES AT GROUP ROOM "DOOR"

DOTTIE DAVENPORT
MESSAGE: YES WAITING YES

VIVIAN'S MESSAGE TO DOTTIE: I WILL JUST BE A
FEW MORE MINUTES, AND THEN I'LL CALL YOU AT
YOUR OFFICE.

INTERACTION MATRIX BELOW

**RESPONSE
MATRIX
(BELOW)**

WRITTEN (SIDE)

VIDEO

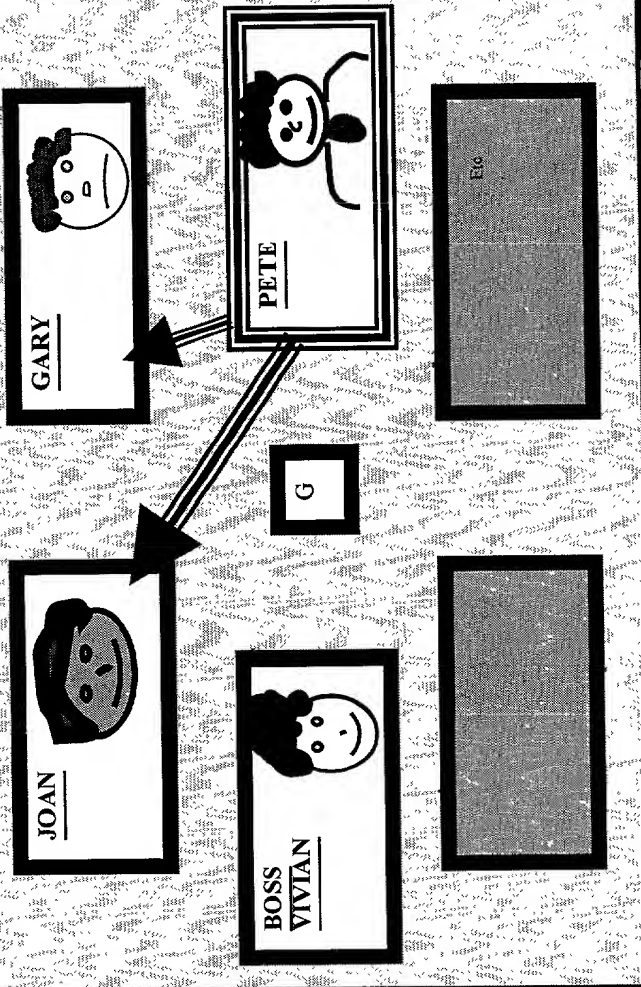
VOICE

WRITTEN (SIDE/MAIN)

RESPONSES

HIDDEN RESPONSES/MESSAGES

CLEAR



CLEAR

SAVE

SEND

SCROLL

NOTES

MESSAGES

PETE'S VOICE: JOAN, I'D LIKE YOU TO PLAY THE
ROLE OF THE ANGRY CALLER. GARY, I WANT
YOU TO PLAY THE ROLE OF THE CUSTOMER
SERVICE REPRESENTATIVE.

FIG. 20

FIG. 21A is a schematic diagram of a computer system for a video conference. The system includes a host computer 100, a video camera 110, a video monitor 120, a keyboard 130, a microphone 140, and a speaker 150. The host computer 100 is connected to the video camera 110, the video monitor 120, the keyboard 130, the microphone 140, and the speaker 150. The video camera 110 is connected to the video monitor 120. The microphone 140 is connected to the host computer 100. The speaker 150 is connected to the host computer 100. The host computer 100 is also connected to a network 160, which is connected to a remote computer 170. The remote computer 170 is also connected to a video camera 180, a video monitor 190, a keyboard 200, a microphone 210, and a speaker 220. The remote computer 170 is connected to the video camera 180, the video monitor 190, the keyboard 200, the microphone 210, and the speaker 220. The video camera 180 is connected to the video monitor 190. The microphone 210 is connected to the remote computer 170. The speaker 220 is connected to the remote computer 170. The remote computer 170 is also connected to the network 160, which is connected to the host computer 100.

SIMULTANEOUS ACCESS WINDOW
(BELOW)

MAJESTIC MBHC (V-ROOM #2)

(GROUP B)

MANAGERS TEAM MEETING:
CLAIMS PROCESSING

PURPOSE: TO DISCOVER WHY SO MANY CLAIMS ARE GETTING KNOCKED OUT AND TO FIGURE OUT A WAY TO FIX THE PROBLEM.
(CAROL WROTE THIS.)

COMMUNICATIONS/TRANSFER CENTER
(BELOW)

INTERACTION MATRIX BELOW

VIDEO

VOICE

WRITTEN(SN/MAIN)

WRITTEN (SIDE)


RESPONSES

HIDDEN RESPONSES/MESSAGES


CLEAR

RESPONSE MATRIX
(BELOW)


TED: (Providers)




VIVIAN (BOSS)




CAROL: (Claims)




ALICE: (Authorizations)



BOB: (Computers)



G



MESSAGES

NOTES

SCROLL

SEND

SAVE

CLEAR

CAROL'S VOICE: "I'VE BEEN ASSIGNED THE POSITION OF "TEAM LEADER" FOR THIS ONE. WE'RE SUPPOSED TO FIGURE OUT WHY WE HAVE SO MANY KNOCKED OUT CLAIMS AND COME UP WITH A PLAN TO FIX THE PROBLEM. I'LL WRITE OUR PURPOSE IN ON OUR MINUTES FORM. IS EVERYBODY ON BOARD?"

FIG. 21A

25

(GROUP PROGRAMS / CLOSED CHAT-ROOM/
PERSONAL WORKBOOK/INTERNET ACCESS/
SHARED DOCUMENTS/SCHEDULER / ETC.)

MAJESTIC MBHC
(V-ROOM #2)

(GROUP B)

MANAGERS TEAM MEETING: CLAIMS PROCESSING

PURPOSE: TO DISCOVER WHY SO MANY CLAIMS ARE GETTING KNOCKED OUT AND TO FIGURE OUT A WAY TO FIX THE PROBLEM. (*CAROL WROTE THIS.*)

COMPUTERS: A BIG PROBLEM IS PEOPLE
ENTER THE DATA IN CORRECTLY. (BOB
WROTE THIS.)

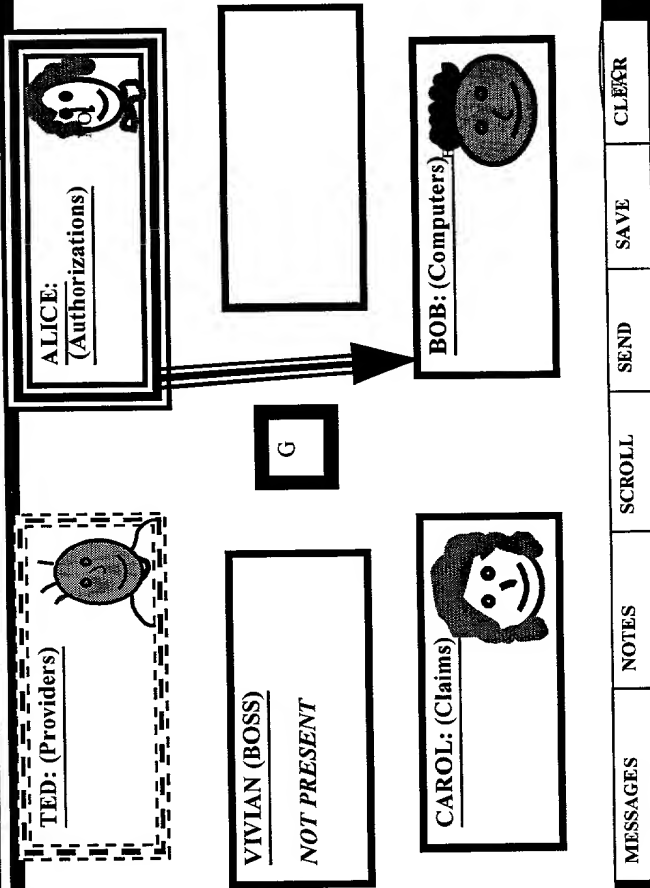
AUTHORIZATIONS: THE PEOPLE WHO SET UP THE APPOINTMENTS NEED BETTER COMPUTER MANUALS THAT SPELL OUT CLEARLY HOW TO ENTER THE DATA.
(ALICE WROTE THIS.)

**COMMUNICATIONS/TRANSFER CENTER
(BELOW)**

INTERACTION MATRIX BELOW

VIDEO	VOICE	WRITE/REU(SH/MAIN)	WRITTEN (SIDE)
RESPONSES		HIDDEN RESPONSES/MESSAGES	CLEAR

**RESPONSE
MATRIX
(BELOW)**



ALICE'S VOICE: "YOU NEVER WANT TO ACCEPT ANY RESPONSIBILITY FOR HOW MESSED UP THE COMPUTER SYSTEM IS, OR HOW ILLOGICAL IT

PERSONAL ACTIVITY BOX:

26

FIG. 21B

FIG. 22

STRUCTURED GROUP PROGRAM COMPONENT BELOW	PROGRAM #1: (DEFAULT PROGRAM) GROUP-SUPPORTED GOAL ATTAINMENT PROGRAM	PROGRAM #2: (SAMPLE NEW STRUCTURED GROUP PROGRAM) GROUP-SUPPORTED SOCIAL SKILLS TRAINING PROGRAM
<u>PRESENTATION MATERIALS</u> (e.g. VIDEOS, TEXT, SLIDES, PHOTOS, LECTURE MATERIAL)	e.g. LECTURE MATERIAL ABOUT THE WHOLE PERSON MODEL AND HOW TO FIGURE OUT WHAT GOALS WOULD MEET THE NEEDS OF THE "WHOLE PERSON"	e.g. LECTURE MATERIAL ABOUT DIFFERENT TYPES OF SOCIAL SKILLS, INCLUDING MAKING A REQUEST, SAYING "NO", MEETING SOMEONE NEW, AND ACTIVE LISTENING SKILLS.
<u>TRAINING EXERCISE PACKAGE</u> (e.g. ROLE-PLAYING EXERCISES, ETC.)	e.g. EXERCISES PRACTICING DIFFERENT WAYS OF RESPONDING IN A GROUP	e.g. PRESENTING DIFFERENT SOCIAL SITUATIONS AND MODELING APPROPRIATE BEHAVIOR.
<u>PROMPTS</u>	e.g. PROMPTS CONSISTING OF STATEMENTS FOCUSED ON GROUP PROCESS AND GETTING A PARTICIPANT "UNSTUCK".	e.g. STATEMENTS THAT MAKE SUGGESTIONS TO A PARTICIPANT IN A ROLE-PLAY EXERCISE TO FACILITATE AN EFFECTIVE RESPONSE.
<u>ASSESSMENTS & FEEDBACK REPORTS</u>	e.g. POST-GROUP QUESTIONNAIRE	e.g. SOCIAL ANXIETY INVENTORY WHICH ASSESSES LEVEL OF ANXIETY IN SOCIAL SITUATIONS
<u>RESPONSE MATRIX VOCABULARIES</u>	e.g. FACIAL EXPRESSION ICONS, RESPONSE STYLE ICONS, SOUND ICONS, REPLY ICONS	e.g. TERMS ADDRESSING FACIATORS TO CONSIDER WHEN RESPONDING ASSERTIVELY, LIKE "OBJECTIVES", "RIGHTS", "RESPECT", ETC.
<u>WORKBOOK</u>	e.g. GOAL ATTAINMENT SCALING TOOLS THAT HELP PEOPLE CHOOSE WHAT GOALS THEY WANT TO PURSUE & BREAK THE GOALS DOWN INTO STEPS	e.g. HOMEWORK ASSIGNMENTS THAT INSTRUCT PARTICIPANTS TO SEEK OUT A PARTICULAR SITUATION IN THE "REAL WORLD", PRACTICE NEWLY LEARNED SKILLS, & SELF-RATE PERFORMANCE

FIG. 23A

Sample Sections from Goal Attainment Strategies Workbook For Three Group Members—Section #1

STATED GOAL	AMY			MARY			SUSAN		
	Lose weight			Find better job.			Help child with ADHD		
Steps for reaching goal	1 st —write down all foods eaten for one week.			1 st —Read several books on the topic of changing jobs.			1 st —Make appt with child's teacher to discuss school problems.		
	2 nd —write out diet for the following week.			2 nd —Send out at least two resumes per week on jobs that look good.			2 nd —Come up with mutual plan for getting homework under control (e.g. set time, place, rewards for homework completion)		
	3 rd —Plan an exciting outing at the end of successful dieting week.			3 rd —Make telephone calls to companies that are interesting and inquire about possible position openings.			3 rd —Find some activity that can be done as family to reinforce child's strengths.		

FIG. 23B

Sample Sections from Goal Attainment Strategies Workbook For Three Group Members—Section #2

STATED GOAL	AMY	MARY	SUSAN
	Lose weight	Find better job.	Help child with ADHD
Changes that will be required to different aspects of my "whole self" in order to accomplish my goal	<p>Physical: I will have to get my mind in more control, less unconscious eating.</p> <p>Emotional: I will have to stop eating when I'm feeling anxious & find other ways to deal with anxiety.</p> <p>Cognitive: I will have to stop thinking negative thoughts about myself.</p> <p>Interpersonal: I will have to find friends who will support me in my desire to stop eating junk food.</p> <p>Motivational: I will have to think of other rewards besides eating the wrong kinds of foods.</p> <p>Spiritual: I will have to meditate more and ask for strength and guidance if I am ever gone to reach my goal.</p>	<p>Physical: It's stressful looking for a good job. I need to do regular exercise to keep anxiety under control.</p> <p>Emotional: I need to practice meditation and systematic relaxation in order to keep the tension from building up.</p> <p>Cognitive: I need to avoid negative thinking.</p> <p>Interpersonal: I need to meet new friends and do some "networking" to find out what else is out there.</p> <p>Motivational: I need to think of ways to reward myself when I make myself do uncomfortable things.</p> <p>Meaning: I need to accept that finding a new job is very important to me, but not overdo it with feelings of worthlessness if it doesn't happen quickly.</p>	<p>Physical: I need to take care of myself, because if I don't I just get frazzled and irritable and that doesn't help. Good diet, exercise, and sleep are essential.</p> <p>Emotional: I will have to stop ruminating all the time about this problem. I need to have a life outside of this problem.</p> <p>Cognitive: Only allow myself to think about this problem at predetermined times.</p> <p>Interpersonal: Stop talking to friends and family about problem, as it doesn't help.</p> <p>Motivational: I'm already very motivated to work on this problem. Probably too much so. I need to CHILL.</p> <p>Philosophical: I know that I will look back on this sometime and realize I was making way too much of a big deal about it. Get some perspective.</p>

FIG. 24A

SAMPLE GROUP INTERACTION TRAINING MODULE—PAGE 1

Overview:

This module will begin with the “professor” explaining that there are different ways people can respond to the statements or requests of others. These types of responses can be represented by different “characters” to aid in understanding.

Then the professor will interview several people who make an initial statement about a goal or problem or experience. Then the response grid will appear again and people can click on each character to see what type of response each character would make.

After several demonstrations, participants will be asked to take turns being the “speaker” and other people will be asked to take turns responding according to the different response types. Other participants will guess the response type that is being portrayed. The participants will be given a list of potential initial statements, or they may choose one of their own. Participants may choose to carry on with one conversation line for a while, stopping to determine what types of responses are being made.

It is recommended that participants practice making all types of responses. They will also be encouraged to think about what types of responses they prefer to get from others (when they are the speaker) and what types of responses they feel most comfortable making. Participants are encouraged to ask each other questions about how it feels to give and receive different types of responses.

Demonstration:

Speaker: “I spent all that time interviewing and negotiating for that job, and now they say there isn’t even a position any more. I can’t go back to square one!”

FIG. 24B

SAMPLE GROUP INTERACTION TRAINING MODULE—PAGE 2

DETECTIVE	MAGICIAN	FOREMAN	JUDGE
Icon: Inspector Gadget Type Character M.O.: Eager to track down the facts of the case—grills for details. Response: “At what point did you suspect that something was wrong? Did they tell you this after you told them how much you wanted?”	Icon: Classic magician M.O.: Tries to make the problem disappear by telling the speaker it isn’t there. Response: “You’ve been saying that you weren’t even sure that you wanted a new job, things are going so much better at work now.”	Icon: Hardhat guy M.O.: Tries to keep the speaker too busy to think about a problem, assigning busy-work Response: “I think you should get on that phone and call every person you interviewed with and then send them each a letter telling them how much you would like to work with their company.”	Icon: Robed with gavel M.O.: Gives rational explanations to show the speaker that his/her own actions have caused the present situation. Response: “You know better than to put so much energy into one thing. You should have been interviewing at other places at the same time, not setting yourself up for failure.”
Swami	Sign Painter	Drill Sergeant	Guru
Florist	Kick-in-the-Pants Guy	Shrink (Interpreter)	Advice-Giver
Empathy-Giver	Self-Discloser	Feedback-Giver	Process Analyzer

FIG. 25A

SCHEDULER SCREEN

CLICK HERE TO ENTER CURRENTLY RUNNING GROUPS

Immediate Goal Support Group (leaderless) (up to ten people) written format only
Written plus voice

Immediate Group Interaction Training Group (leaderless) (up to 10 people) written format only
Written plus voice

CLICK HERE TO REVIEW ON-GOING GROUPS OFFERED

CLICK HERE TO SIGN ON TO GROUP YOU HAVE ALREADY REGISTERED FOR
Your password _____ Group's password _____

CLICK HERE TO ACCESS YOUR PERSONAL GOAL ATTAINMENT WORKBOOK
Your password _____

CLICK HERE TO SIGN UP FOR PERSONAL PASSWORD & WORKBOOK

CLICK HERE TO GO TO PROFESSIONAL LEADER REGISTRY

CLICK HERE TO GO TO ON-LINE RESOURCE DIRECTORY

CLICK HERE TO GET INFORMATION ABOUT THIS WEBSITE (PURPOSE, SECURITY,
HELP)

FIG. 25B

SPECIAL REQUEST GROUP SIGN-UP SCREEN

PLEASE CLICK TO MAKE YOUR PREFERENCES FOR SPECIAL ON-GOING GROUPS:

Leadership Style:	a) Leaderless b) With Leader	Type of Communication: a) written only b) written and c) audiovisual
Group Format:	a) one time only b) 6 week on-going, same group members c) 6 week on-going, open format to different members	
Age:	a) No preference b) Prefer 13-19 c) Prefer 20-35 d) Prefer 35 & over e) Prefer Seniors	
Marital Status:	a) No Preference b) Prefer Single c) Prefer Married	
Language:	a) English b) Spanish c) Japanese	
Desired Focus:	a) No preference (general) b) Addictions c) Parent Issues d) Work and Career Change e) Health & Physical Fitness	
Other desired features:	a) Special geographical area write in _____ b) Special institutional setting (like a university) enter here _____ c) Special focus enter here _____	

Congratulations. There is a group meeting with your preferences on _____.
If you would like to register for this group, please click here.

We are sorry, but there is no match currently available with your stated preferences. Please enter your e-mail address, and you will be contacted as soon as a group is available.

FIG. 25C

REVIEW AND SIGN-UP FOR ONGOING GROUPS SCREEN

LEADERLESS GROUPS WITH CLOSED MEMBERSHIP:

Wednesdays, 3 p.m., starting on May 21, 2000, running for 6 weeks, consecutively
Sign up below by writing first name and password

1. _____
2. _____

PROFESSIONALLY LED GROUPS WITH CLOSED MEMBERSHIP:

Thursdays, 7 pm, starting on May 22, 2000, running for 6 weeks, consecutively

1. _____
2. _____

SPECIAL FOCUS GROUPS WITH CLOSED MEMBERSHIP:

Fridays, 10 p.m. on May 23, 2000, running for 6 weeks, consecutively
Group Focused on Goals related to Work
Led by Dr. James Smith, industrial psychologist

1. _____
2. _____

IF YOU WOULD LIKE TO MAKE A SPECIAL GROUP REQUEST, PLEASE CLICK HERE.

FIG. 26

SIMULTANEOUS ACCESS WINDOW (BELOW)		INTERACTION MATRIX BELOW				RESPONSE MATRIX (BELOW)																													
<p>GOAL SUPPORT GROUP BULLETIN BOARD</p> <p>INTERESTING ARTICLES:</p> <ul style="list-style-type: none"> REDUCING STRESS IN EVERYDAY LIFE MAINTAINING A HEALTHY PERSPECTIVE BEHAVIORAL APPROACHES TO SMOKING CESSATION <p>ON-LINE EVENTS OF INTEREST:</p> <ul style="list-style-type: none"> DR. ANN GENOVA WILL BE TALKING ABOUT NEW APPROACHES TO OVERCOMING ADDICTIONS—THURSDAY, MAY 24 AT 5 PM ON THE GROUP WEBSITE <p>NEWS ABOUT GROUP MEMBERS:</p> <ul style="list-style-type: none"> MARY WANTS US ALL TO KNOW THAT SHE HAS FINALLY REACHED HER GOAL WEIGHT. BE SURE TO CONGRATULATE HER! BEN WANTS TO KNOW IF ANYONE IS INTERESTED IN ATTENDING A CONFERENCE BEING HELD IN WASHINGTON DC ON SATURDAY JUNE 9TH ON ALTERNATIVE APPROACHES TO HEALTH AND WELLNESS. SEND HIM A NOTE IF YOU'RE INTERESTED. <p>COMMUNICATIONS/TRANSFER CENTER</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">TRANSFER</div>		<table border="1"> <tr> <td>VIDEO</td> <td>VOICE</td> <td>WRITTEN(SN)/MAIN</td> <td colspan="2">WRITTEN (SIDE)</td> </tr> <tr> <td colspan="2">RESPONSES</td> <td colspan="2">HIDDEN RESPONSES/MESSAGES</td> <td>CLEAR</td> </tr> </table> <table border="1"> <tr> <td>BEN</td> <td>MARY</td> <td>JEFF</td> <td>SANDY</td> </tr> <tr> <td>JULIE</td> <td>DON:</td> <td>G</td> <td>BILL</td> </tr> <tr> <td>FAYE</td> <td>GARY</td> <td>JIMMY (LEADER)</td> <td>DANNY</td> </tr> </table> <table border="1"> <tr> <td>MESSAGES</td> <td>NOTES</td> <td>SCROLL</td> <td>SEND</td> <td>SAVE</td> <td>CLEAR</td> </tr> </table>				VIDEO	VOICE	WRITTEN(SN)/MAIN	WRITTEN (SIDE)		RESPONSES		HIDDEN RESPONSES/MESSAGES		CLEAR	BEN	MARY	JEFF	SANDY	JULIE	DON:	G	BILL	FAYE	GARY	JIMMY (LEADER)	DANNY	MESSAGES	NOTES	SCROLL	SEND	SAVE	CLEAR	<p>PERSONAL ACTIVITY BOX: VOICE ONLY FORMAT</p> <p>V: JIMMY TO GROUP: "EVERYBODY PLEASE CHECK OUT THE BULLETIN BOARD. THERE ARE SOME INTERESTING ANNOUNCEMENTS I WANT YOU TO BE AWARE OF."</p>	
VIDEO	VOICE	WRITTEN(SN)/MAIN	WRITTEN (SIDE)																																
RESPONSES		HIDDEN RESPONSES/MESSAGES		CLEAR																															
BEN	MARY	JEFF	SANDY																																
JULIE	DON:	G	BILL																																
FAYE	GARY	JIMMY (LEADER)	DANNY																																
MESSAGES	NOTES	SCROLL	SEND	SAVE	CLEAR																														
		<p>Replies</p> <p>NO ? + YES Etc.</p>																																	
		<p>Expressions</p> <p>.. .. Etc.</p>																																	
		<p>Feeling Words</p> <p>Happy Frustrated Etc.</p>																																	
		<p>Response Styles</p> <p>Detective Magician ETC.</p>																																	
		<p>Curative Factors</p> <p>Advice Universality Cohesion Etc.</p>																																	
		<p>Other Categories</p>																																	

FIG. 27A

SIMULTANEOUS ACCESS WINDOW
(BELOW)

OPEN MEMBERSHIP GOAL SUPPORT GROUP
FOCUS ON GOAL OF IMPROVING FITNESS
GOAL ATTAINMENT STRATEGIES

REWARDS

OPPORTUNITIES

COMMUNICATIONS/TRANSFER CENTER

OBSERVER BOX
MARGE B X
ABE S

TRANSFER

INTERACTION MATRIX BELOW

VIDEO

VOICE

WRITTEN(SND/AIN)

WRITTEN (SIDE)

RESPONSES

HIDDEN RESPONSES/MESSAGES

CLEAR

BEN

MARY

JEFF

SANDY

JULIE

DON:

G

BILL

DANNY

FAYE

GARY

JIMMY (LEADER)

MESSAGES

NOTES

SCROLL

SEND

SAVE

CLEAR

PERSONAL ACTIVITY BOX: VOICE ONLY FORMAT

V: MARY TO JIMMY: "WHAT ABOUT GETTING SOME KIND OF PROFESSIONAL HELP, LIKE A NUTRITIONIST. OR MAYBE JOINING WEIGHT WATCHERS OR O A?"

RESPONSE MATRIX (BELOW)

Fill in

Replies

NO ?
-- +
C YES
Etc.

Expressions

Etc
Etc
Etc

Feeling Words

Happy
Frustrated
Etc

Response Styles

Detective
Magician
ETC

Curative Factors

Advice
Universality
Cohesion
Etc.

Other Categories

[illegible]37